Prior Learning Assessment and Recognition Information Sheet

ICP 1153—Analysis of Teaching

# What is the Instructor Certification Program?

The Instructor Certification Program (ICP) is designed to enrich the depth of instructor knowledge and skills in the practice of teaching and learning at Lethbridge College. ICP courses allow instructors to collaborate with others across the college to learn from and share with each other. It is expected that instructors complete the ICP program within their first five years of instruction at the college.

# What is PLAR?

Occasionally, a new instructor has previous extended experience or knowledge in a specific area of the ICP. In this case, they are able to apply for Prior Learning Assessment and Recognition (PLAR). This means the instructor can provide evidence of learning and receive course credit without taking the course. Instructors must provide evidence that they have achieved 75-80% of a course’s outcomes.

# ICP 1153 Analysis of Teaching: Course Description and Outcomes

This course provides an overview of the teaching/learning process for new instructors. Basic instructional skills required to be successful in the classroom at a college level are introduced, developed, demonstrated, and analyzed. Participants will develop an understanding of the learner and the learning process. Opportunities to reflect on teaching experiences and to continue developing and refining instructional skills are provided.

Course Outcomes:

1. Implement pedagogically sound educational technology to enhance instruction and student learning experience.
2. Apply adult learning principles in the design and facilitation of lessons across different modalities for diverse learners.
3. Engage in reflective practice through peer observations to gain insight into teaching practice.
4. Discuss scholarly teaching through the lens of the Teaching Excellence Framework.

# Acceptable ICP 1153 PLAR Artifacts

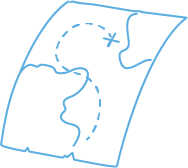
You will complete the Providing Evidence for PLAR sheet (attached below). Examples of what you might submit for PLAR for ICP 1153 are:

## Direct Documentation

Direct documentation usually takes the form of a course outline for a course where 75-80% of the course outcomes are similar to the associated ICP course (i.e., a course on teaching and learning theories, analysis, and/or reflection or a more general education course where at least 75% of the course was about these topics). Submit the Providing Evidence for PLAR sheet with the course outline and an unofficial transcript showing completion [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

## Indirect Documentation

Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. While the submission does not need to be lengthy, it needs to clearly demonstrate achievement of 75-80 % the ICP course outcomes.

* A course outline for a course that included adult learning principles and/or strategies for designing learning for less than 75% of the course content and outcomes, plus an artifact and reflection that demonstrates further knowledge/skill.
* Evidence of prior teaching/training/facilitation experience in the form of two of the following with a description/reflection on the role taken to create them, the learning outcomes achieved by completing them, and the changes in your teaching and learning that have taken place:
  + Facilitation plans\*
  + Course outlines\*
  + Descriptions of attended workshops/training sessions on teaching development along with the proof of attendance
  + Teaching observations
  + Descriptions of SoTL projects (completed or in progress)
  + Example of how you have met one or more indicators of effective practice in the “Scholarly Teaching & Scholarship” dimension of the [Teaching Excellence Framework](https://learninginnovation.ca/tef-scholarly-teaching-scholarship/)
* Instructors may have other artifacts or experiences they feel shows their achievement of the outcomes. They can reach out to [PLAR@lethbridgecollege.ca](mailto:PLAR@lethbridgecollege.ca) and will be put in touch with the appropriate ICP facilitator to discuss if this experience aligns.

*\*Facilitation plans and course outlines often exist. An instructor must demonstrate meaningful inclusion of teaching and learning theories into these documents in their reflection.*

Providing Evidence for ICP 1153 PLAR

Instructor Name: Click or tap here to enter your name.

Which outcomes do you feel you have achieved in ICP 1153 (check all that apply)?

|  |  |
| --- | --- |
|  | 1. Implement pedagogically sound educational technology to enhance instruction and student learning experience. |
|  | 1. Apply adult learning principles in the design and facilitation of lessons across different modalities for diverse learners. |
|  | 1. Engage in reflective practice through peer observations to gain insight into teaching practice. |
|  | 1. Discuss scholarly teaching through the lens of the Teaching Excellence Framework. |

**Step 1:** Instructors can provide one of the following types of documentation to achieve PLAR credit in an ICP course. Please check the type you are submitting and include this sheet in your submission.

**Direct Documentation:** Direct documentation is usually a course outline for a course where 75-80% of the course outcomes are similar. Submit this sheet with the course outline to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Indirect Documentation:** Indirect documentation can take many forms. Instructors submit an artifact(s) demonstrating their applicable competency and skill(s) along with a one-page reflection/explanation of how the artifact demonstrates their knowledge. See the PLAR Information Sheet for the course you are PLARing for options. Submit this sheet with the artifact and reflection to [PLAR Form.](https://forms.office.com/Pages/ResponsePage.aspx?id=6fr1V66S7E-Ix74mVJMB6DBDk_zVDXBJjfwHDmbU6mNUNE01T0VWTTMxSVZSWDZIN0c2WU03S0ZUTy4u)

**Step 2:** The ICP course facilitator will review the submission. If any clarity is required, they will reach out to the instructor for further details before signing off. After review, one of three things will happen.

1. **PLAR achieved:** The ICP facilitator and instructor sign [Prior Learning Assessment Application](https://lethbridgecollege.ca/document-centre/forms/registrars-office/prior-learning-assessment-application). The Educational Development Team saves all files in the CTLI SharePoint and sends the Prior Learning Assessment Application to the Registrar.
2. **Partial PLAR achieved:** The ICP facilitator reaches out to the instructor to discuss what can be done to achieve full PLAR. This will often mean completing one or more assessment activities. Once this happens, step A is complete.
3. **PLAR not achieved:** The instructor completes the ICP course for credit.